

Our Purpose

To examine Arizona Special Education State Board 401 rules, to propose rules that are clear, instructive, and aligned to the IDEA, and to provide guidance for implementation.

Core Team

Kristina Blackledge
Advocate & SEAP Member

Angela Denning
Arizona Department of Education
Deputy Associate Superintendent

Craig Carter
Director of Special Services
Washington Elem School District

Mollie Casson
ESS Director, Kingman Unified

Jan Cawthorne
Executive Director of Special
Education, Mesa Public Schools

Wendy Collison
Director of Special Education
Glendale Union High School District

Elizabeth Conran, Chief Academic
Officer, The Menta Group

Sarah Gamble
Director of Special Education
Primavera Online High School

Kristen Hartsuff
Director of Special Education
Glendale Elementary School District

Lorrane McPherson
Treasurer, AZCEC

Kimberly Peaslee,
Parent & Chairperson of CAC & SEAP
Member

Heidi Sinkovic
Director of ESS, The Leona Group

Chris Tiffany, Raising Special Kids &
SEAP Member

Our Group Norms

- We engage in active listening
- We seek to understand
- We strive for a collective impact
- We honor the communication plan
- We support working for the greater good
- Our communication is timely and accurate
- We use rubrics to evaluate our work
- We need to learn and “unlearn”
- Reflection is critical to our success

Consensus--A two tiered approach:

The Core Team will work toward unanimous consensus on every issue. If not an unanimous consensus the group will use a supermajority vote (11/13).

Rule Committee – Core Team

April 14, 2014 Communiqué

Core Team Attendees: Sarah Gamble, Wendy Collison, Beth Conran, Lorrane McPherson, Kim Peaslee, Craig Carter, Chris Tiffany, Kristen Hartsuff, Kristina Blackledge, Mollie Casson,

ADE Support Staff: Angela Denning, Lisa Aaroe, Cindy Bolewski, William McQueary, Maura Mall, Maria Durazo

Meeting Location: Primavera Online High School, Chandler, AZ

You’ve got to think about big things while you’re doing small things, so that all the small things go in the right direction.

What we did.

- The Core Committee met at Primavera Online High School and was supported by ADE staff.
- We started with a review of the work done by the committee and the stakeholder and email feedback from the rule committee inbox.
- We discussed the feedback that a guidance document would be helpful and that, at this point, the direction of this committee continues to be development of concise rule that reflects IDEA that serves every type of PEA and the State free of current “buzz” terminology and concepts that are subject to change.
- Discussed need to define who has the authority to confer “suspected disability” status of a student which would then trigger the move to evaluation: the parent or general education teacher or the district and all the outcomes. We discussed the difference between referrals from other sources to initiate the special education process and the process of initiating a request for an evaluation, which is limited to the parent and PEA. A parent requests, PEA determination or as an outcome of collaborative may identify the child as a child with a suspected disability and leads to a special education referral in determining special education eligibility or a refusal to identify the child as a child with a suspected disability subject to PWN requirements.
- Kristina would like to see a prescribed process with a timeline that includes a response to parent request for evaluation and language that specifically deals with reading screenings and interventions.
- We decided to seek guidance on defining “a reasonable amount of time” to bring clarity for parents and PEAs for the PEA to respond to a parent request for evaluation, to determine need for evaluation. There was significant discussion of using “10 school calendar days” or business days as the standard.
- The team reviewed pages 46635-46638 of the Federal Register/Vol. 71 No. 156 (IDEA) sections about timelines, consent for evaluation, informed consent.
- We engaged in extensive discussion of the need that the Rule provides clarity within Child Find when a child is referred by the district through its own screening process or a parent refers their own child.
- We developed two graphic representations of the Child Find process from public Awareness through seeking informed consent. The process includes PWN, PSN. The concepts of pre-referral and referral activities were included in the discussion of Child Find.
- We had extensive discussion of the referral process as it relates to pre-referral data, recommendation for evaluation and informed consent, and determining what is a “reasonable period of time.”
- Angela Denning informed us that there will not be a cross walk document coming from Washington D.C. (the East coast) but will be available to assist the Committee in the format/wordsmithing.

What we learned.

- We learned that only the PEA or parent under IDEA regulations can identify a child has a “suspected disability;” although, other referral sources frequently and incorrectly confer suspected disability status when initiating the referral process. See page 46636.

Notes:

Rule Making Core Committee March 31, 2014 Communiqué

What we accomplished.

- We developed two graphic representations of the Child Find process from public Awareness through seeking informed consent. The process includes PWN, PSN. The concepts of pre-referral and referral were included in the discussion of Child Find.
- As a group we began combining the work of the 3 groups from the last session into one document recommending rule language for the Child Find section.
- We learned that only the PEA or parent under IDEA regulations can identify a child has a "suspected disability;" although, other referral sources frequently and incorrectly confer suspected disability status when initiating the referral process. See page 46636.
- We continued to add more specific steps and information for inclusion in a future guidance document.
- We set the additional dates to meet at ADE on Central June 9, June 23 & 24, 2014 and future meeting dates will be determined at the June meeting.

Room set up, technology amenities were excellent and we appreciated the coffee and treats! Moving forward, a member suggested that the group would benefit from a consistent facilitator (s).

Next Steps:

We set the agenda for our next meeting on May 1, 2014 from 9:00 am -3:00 pm

- Review the Rules Committee inbox and feedback from stakeholder groups.
- Finalize Child Find recommendation
- Move on to Evaluation section

We Want to Hear from You!

Please send your comments to AZBoardRuleCommitteeInBox@azed.gov . We look forward to hearing from the community at large, Key Advisors and Extended Partners on our work to date and future agenda items. These documents along with key documents are posted on the Director's Corner at:

<http://www.azed.gov/special-education/category/directors-corner/>.

Notes: